SUBSTANTIVE CHANGE APPLICATION:
ADD INITIAL DISTANCE EDUCATION COURSE

Institution Name	
Date Submitted	
Institutional Accreditor	ACAOM Other (specify):
Program to be Changed	

I. BASIC INSTITUTIONAL/PROGRAMMATIC INFORMATION

Name of Program to be Changed	
Corporate Name of Sponsoring Institution	
Academic Unit, if applicable	
Mailing Address Line 1	
Mailing Address Line 2	
City	
State	
ZIP Code	
Phone Number	
Fax Number	
Email	
Location Address (if different from mailing address)	

II. LEGAL ORGANIZATION

State agency authorization

Does your state require a change/update to authorization in order to offer distance education courses?   Yes [ ]   No [ ]

Agency Name	
Contact Name/Title	

Address	
City/State/Zip	
Phone	

<mark>**REQUIRED ATTACHMENT**</mark>:   If YES above, attach copy of updated state authorization

ADDL. ATTACHMENTS: Please attach any approvals from other states for out-of-state institution to offer credit-bearing courses, SARA authorizations, etc., as may apply

CERTIFICATION STATEMENT: COMPLIANCE WITH ACAOM ELIGIBILITY REQUIREMENTS & FEDERAL TITLE IV REQUIREMENTS

An institution/program seeking approval for a substantive change must affirm that it meets or continues to meet established Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) Eligibility Requirements and Federal requirements relating to Title IV program participation; and that all of its ACAOM accredited or pre-accredited programs are in full compliance with all ACAOM Standards and Criteria as of the date of this application.

If it is not possible to certify compliance with all of the above, the institution/program must attach specific details to this substantive change application cover sheet.

❑ Exceptions are noted in an attachment. Please provide a detailed explanation of the exceptions in your attachment.

THE SIGNATURES AFFIXED TO THIS SELF-STUDY APPLICATION COVER SHEET SERVE AS AFFIRMATION THAT THE INSTITUTION/PROGRAM NOW MEETS OR CONTINUES TO MEET ESTABLISHED ACAOM ELIGIBILITY REQUIREMENTS AND FEDERAL REQUIREMENTS RELATING TO TITLE IV PROGRAM PARTICIPATION (IF APPLICABLE), AND IS NOW IN FULL COMPLIANCE WITH ALL ACAOM STANDARDS, CRITERIA AND POLICIES, EXCEPT AS NOTED BY THE INSTITUTION.

ADDITIONALLY, THESE SIGNATURES CERTIFY THAT TO THE BEST OF OUR KNOWLEDGE THE INFORMATION CONTAINED IN THIS APPLICATION AND ITS ATTACHMENTS IS TRUE AND ACCURATE.

_____   _____

Chief Executive Officer   Date

_____   _____

Chair, Board of Directors/Trustees   Date

*FEE: Please submit a check in the amount of $4,000, with the memo field "SUBSTANTIVE CHANGE APP", to: ACAOM, 8941 Aztec Drive, Eden Prairie, MN 55346. Substantive change applications will not be processed until the associated fees are paid in full.

ATTACHMENT 1: APPLICATION NARRATIVE

When an institution plans to implement its first distance education course, ACAOM must be notified at least six months prior to the planned implementation through receipt of a completed substantive change application and associated fee. (See ACAOM Notification of Institutional Change Policy and ACAOM's Dues and Fee Schedule). ACAOM will review the substantive change based on the demonstrated compliance with all of its *Standards and Criteria for Accreditation*, policies, and procedures, including those specific to distance education and elements critical to effective use of distance education methods. ACAOM approval is required prior to the implementation of the first distance education course.

While recognizing that some ACAOM accredited institutions offer instruction in more than one language, this policy specifies that the first course to be offered via distance education must be offered in English. An accredited institution seeking to offer a subsequent distance education course in a language other than English, must apply for Substantive Change approval for the first course in each additional language. At the present time, only programs offered in English are eligible for distance education approval.

Please take careful note of the contents of the *ACAOM Distance Education Policy* [see Attachment 2] when preparing the narrative portion of this application and supporting documents thereto.

A change application, report or self-study section prepared for a regional/national accreditor that led to approval of distance education programming may be submitted as the narrative component for this application. Relevant exhibits and supplemental information should be included. *However*, please review the Practice Guidelines below and the ACAOM Distance Education Policy to be sure that all major elements are addressed.

Review of this application by staff and peer/technical reviewers will lead to a recommendation to the Commission, which will determine whether to approve initiation of a first distance education course. This category of substantive change ordinarily requires a site visit within six months following implementation. Because of the distributed and asynchronous nature of distance instruction and related resources, this post-implementation review may be conducted remotely. The Commission reserves the right to move directly to approval without a post-implementation review, based upon findings from the preimplementation review.

Whether writing an application narrative specifically for ACAOM submission or borrowing content from prior distance education reviews by other accreditation agencies, please be sure to address the following Distance Education Practice Guidelines that will be available to peer, technical and staff reviewers:

1. PURPOSE AND GOVERNANCE

- The program/institution's core documents demonstrate a commitment to delivering quality distance educational offerings.
- Faculty, staff, administrators, governing board members, students and other stakeholders were active participants in the decision to offer distance educational offerings.
- Faculty were actively engaged in the development of distance educational offerings and related content, tools and assessments.

2. COURSE OUTCOMES
- Course outcomes are clearly defined, simply stated, and indicate the benefits for students who are reasonably capable of completing the educational offering.
- Course learning outcomes are linked to program outcomes as identified by the institution and are consistent with the curricula offered.
- Course outcomes are measurable and reasonably attainable through distance education.
    - o Appropriate program outcomes clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offering.

3. COURSE DELIVERY
- All required learning activities are clearly stated.
- Online materials sufficiently support the curriculum and are delivered using readily available, reliable technology.
- Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.

4. COURSE DEVELOPMENT
- Qualified persons competent in distance education instructional practices and experts in their subjects or fields develop the content of curricula and prepare instructional materials.
- All curricula and instructional materials are appropriately designed and presented for distance education.
    - o The organization and presentation of the curricula and instructional materials are designed using sound principles of learning and are grounded in distance education instructional design principles.
- Effective procedures are used on a continuing basis to keep curricula and instructional materials up-to-date.

5. COURSE FACULTY
- Faculty/instructors are properly and continuously trained on institution policies, learner needs, instructional approaches and techniques, and the use of instructional technology.
- The institution regularly evaluates faculty performance using clear, consistent procedures.
- The institution assures that faculty are appropriately involved and engaged in the distance education courses/curriculum and instructional aspects of the distance educational offerings.

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6. DOCUMENTATION OF CREDIT HOURS AND STUDENT WORK

- The institution is accountable for demonstrating that each course and program requires the appropriate amount of work for students to achieve the level of competency defined by institutionally established course/program outcomes.
- The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time.
- All student work is documented in the curricula materials and syllabi, including a reasonable approximation of time required for students to complete the assignments.
- Evaluation of student work is identified as a grading criterion and weighted appropriately in the determination of a final course grade.

7. EDUCATIONAL MEDIA AND LEARNING RESOURCES

- Learning resources for faculty and students are available and appropriate to the level and scope of program offerings.
- Program designers, faculty, and instructors effectively use appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, when creating programs and teaching students.
- The institution provides faculty and students – whether learning on-site or at a distance – with access to learning resources and libraries that are appropriate for the achievement of learning outcomes.

8. EXAMINATIONS AND OTHER ASSESSMENTS

- Examinations and other assessment techniques provide adequate evidence of the achievement of stated learning outcomes.
- The institution implements grading criteria that it uses to evaluate and document student attainment of learning outcomes.

9. STUDENT INTEGRITY AND ACADEMIC HONESTY

- The institution publishes clear, specific, policies related to student integrity and academic honesty.
- The institution affirms that the student who takes the examination is the same person who enrolled in the program and that the examination results will reflect the student's own knowledge and competence in accordance with stated learning outcomes.

10. ACCESS TO STUDENT SUPPORT SERVICES
- The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner that enhances instructional and educational services.
- Students, faculty, and involved practitioners receive training and support for the technology used to deliver the educational offerings.
- The institution publishes all available methods students can use to submit inquiries and assignments, and responds promptly and thoroughly to all student inquiries.
- The institution provides support services designed for the students enrolled, such as financial aid guidance, advising services, employment assistance, and/or alumni services.
- Appropriate academic support services are readily available.
- Any career services and/or alumni services are offered as published in the institution's materials.

11. CONFIDENTIALITY AND PRIVACY
- The institution implements policies to protect student confidentiality and privacy as required by applicable federal and state laws.

ATTACHMENT 2: ACAOM DISTANCE EDUCATION POLICY

The ACAOM Distance Education Policy was implemented October 17, 2016, and may be amended from time to time. You may locate the most current version via the ACAOM public website's Documents and Resources page.

The ACAOM Distance Education Policy (rev. October 30, 2016) may be directly obtained from the ACAOM website's Policy page at http://acaom.org/policies/

Please be sure that your narrative (Attachment 1) is <u>fully</u> respondent to the ACAOM Distance Education Policy, as may apply on the date that your application is received by ACAOM.